

# Hampton Elementary

PO Box 687  
Hampton, SC 29924

|                       |                         |              |
|-----------------------|-------------------------|--------------|
| <b>Grades</b>         | 4-6 Elementary School   |              |
| <b>Enrollment</b>     | 359 Students            |              |
| <b>Principal</b>      | Eric D. Robinson        | 803-943-3251 |
| <b>Superintendent</b> | Dr. Terry O. Pruitt     | 803-943-4576 |
| <b>Board Chair</b>    | Mr. Eugene Jenkins, Jr. | 803-943-0547 |

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 1         | 30   | 66      | 10            | 1              |

### IMPROVEMENT RATING

### GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

### YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2002</b> | Average                | Average                   | N/A                             |
| <b>2003</b> | Average                | Unsatisfactory            | No                              |
| <b>2004</b> | Average                | Average                   | No                              |
| <b>2005</b> | Average                | Good                      | Yes                             |

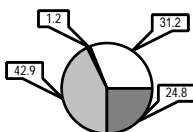
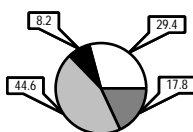
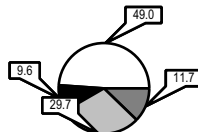
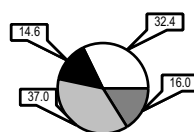
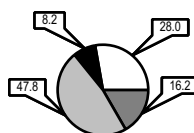
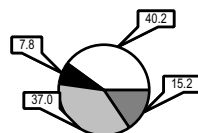
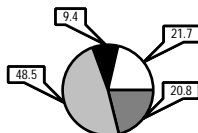
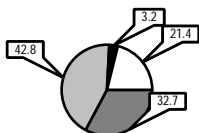
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

|  |                    |   |
|--|--------------------|---|
|  | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|  | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| <b>English/Language Arts – State Performance Objective = 38.2%</b> |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 361   | 100.0           | 31.2                 | 42.9           | 24.8                | 1.2               | 34.4  | Yes                                  | Yes                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 189   | 100.0           | 40.7                 | 36.7           | 21.5                | 1.1               | 28.8  |                                      |  |
| Female   | 172   | 100.0           | 21.1                 | 49.4           | 28.3                | 1.2               | 40.4  |                                      |  |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | 161   | 100.0           | 20.0                 | 45.8           | 31.6                | 2.6               | 44.5  | Yes                                  | Yes                                    |
| African American   | 193   | 100.0           | 41.8                 | 40.1           | 18.1                | 0.0               | 25.3  | Yes                                  | Yes                                    |
| Asian/Pacific Islander   | 1   | 100.0           | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| Hispanic   | 6   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| American Indian/Alaskan  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not Disabled   | 321   | 100.0           | 25.2                 | 45.9           | 27.5                | 1.3               | 38.4  |                                      |  |
| Disabled   | 40  | 100.0           | 78.9                 | 18.4           | 2.6                 | 0.0               | 2.6   | I/S                                  | Yes                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   |                                      |  |
| Non-Migrant  | 361   | 100.0           | 31.2                 | 42.9           | 24.8                | 1.2               | 34.4  |                                      |  |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 361   | 100.0           | 31.2                 | 42.9           | 24.8                | 1.2               | 34.4  |                                      |  |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 226   | 100.0           | 38.2                 | 44.2           | 17.1                | 0.5               | 26.3  | Yes                                  | Yes                                    |
| Full-pay meals   | 135   | 100.0           | 19.0                 | 40.5           | 38.1                | 2.4               | 48.4  |                                      |  |

|  |     |       |      |      |      |      |      |     |     |
|--|-----|-------|------|------|------|------|------|-----|-----|
| <b>Mathematics – State Performance Objective = 36.7%</b> |     |       |      |      |      |      |      |     |     |
| All Students   | 361 | 100.0 | 29.4 | 44.6 | 17.8 | 8.2  | 40.5 | Yes | Yes |
| <b>Gender</b>  |     |       |      |      |      |      |      |     |     |
| Male   | 189 | 100.0 | 33.3 | 44.1 | 13.0 | 9.6  | 39.5 |     |     |
| Female   | 172 | 100.0 | 25.3 | 45.2 | 22.9 | 6.6  | 41.6 |     |     |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |      |      |     |     |
| White  | 161 | 100.0 | 22.6 | 39.4 | 22.6 | 15.5 | 52.9 | Yes | Yes |
| African American   | 193 | 100.0 | 36.3 | 48.9 | 12.6 | 2.2  | 29.7 | Yes | Yes |
| Asian/Pacific Islander                                   | 1   | 100.0 | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| Hispanic   | 6   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| American Indian/Alaskan                                  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |      |      |     |     |
| Not Disabled   | 321 | 100.0 | 24.3 | 47.9 | 19.0 | 8.9  | 42.6 |     |     |
| Disabled   | 40  | 100.0 | 71.1 | 18.4 | 7.9  | 2.6  | 23.7 | I/S | Yes |
| <b>Migrant Status</b>                                    |     |       |      |      |      |      |      |     |     |
| Migrant  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |     |     |
| Non-Migrant  | 361 | 100.0 | 29.4 | 44.6 | 17.8 | 8.2  | 40.5 |     |     |
| <b>English Proficiency</b>                               |     |       |      |      |      |      |      |     |     |
| Limited English Proficient                               | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  | I/S | I/S |
| Non-Limited English Proficient                           | 361 | 100.0 | 29.4 | 44.6 | 17.8 | 8.2  | 40.5 |     |     |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |      |      |     |     |
| Subsidized meals   | 226 | 100.0 | 33.2 | 49.8 | 12.9 | 4.1  | 30.9 | Yes | Yes |
| Full-pay meals   | 135 | 100.0 | 23.0 | 35.7 | 26.2 | 15.1 | 57.1 |     |     |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|                                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>Science</b>                 |   |                 |                      |                |                     |                   |                                      |
| All Students                   | 361   | 100.0           | 49.0                 | 29.7           | 11.7                | 9.6               | 21.3                                 |
| <b>Gender</b>                  |   |                 |                      |                |                     |                   |                                      |
| Male                           | 189   | 100.0           | 50.3                 | 26.0           | 12.4                | 11.3              | 23.7                                 |
| Female                         | 172   | 100.0           | 47.6                 | 33.7           | 10.8                | 7.8               | 18.7                                 |
| <b>Racial/Ethnic Group</b>     |   |                 |                      |                |                     |                   |                                      |
| White                          | 161   | 100.0           | 38.1                 | 29.0           | 16.1                | 16.8              | 32.9                                 |
| African American               | 193   | 100.0           | 59.9                 | 29.1           | 7.1                 | 3.8               | 11.0                                 |
| Asian/Pacific Islander         | 1   | 100.0           | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Hispanic                       | 6   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| American Indian/Alaskan        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>Disability Status</b>       |   |                 |                      |                |                     |                   |                                      |
| Not Disabled                   | 321   | 100.0           | 45.2                 | 32.1           | 12.5                | 10.2              | 22.6                                 |
| Disabled                       | 40  | 100.0           | 78.9                 | 10.5           | 5.3                 | 5.3               | 10.5                                 |
| <b>Migrant Status</b>          |   |                 |                      |                |                     |                   |                                      |
| Migrant                        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Non-Migrant                    | 361   | 100.0           | 49.0                 | 29.7           | 11.7                | 9.6               | 21.3                                 |
| <b>English Proficiency</b>     |   |                 |                      |                |                     |                   |                                      |
| Limited English Proficient     | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Non-Limited English Proficient | 361   | 100.0           | 49.0                 | 29.7           | 11.7                | 9.6               | 21.3                                 |
| <b>Socio-Economic Status</b>   |   |                 |                      |                |                     |                   |                                      |
| Subsidized meals               | 226   | 100.0           | 57.6                 | 26.7           | 10.6                | 5.1               | 15.7                                 |
| Full-pay meals                 | 135   | 100.0           | 34.1                 | 34.9           | 13.5                | 17.5              | 31.0                                 |

|                                |     |       |      |      |      |      |      |
|--------------------------------|-----|-------|------|------|------|------|------|
| <b>Social Studies</b>          |     |       |      |      |      |      |      |
| All Students                   | 361 | 100.0 | 32.4 | 37.0 | 16.0 | 14.6 | 30.6 |
| <b>Gender</b>                  |     |       |      |      |      |      |      |
| Male                           | 189 | 100.0 | 36.2 | 32.2 | 15.3 | 16.4 | 31.6 |
| Female                         | 172 | 100.0 | 28.3 | 42.2 | 16.9 | 12.7 | 29.5 |
| <b>Racial/Ethnic Group</b>     |     |       |      |      |      |      |      |
| White                          | 161 | 100.0 | 25.8 | 35.5 | 18.7 | 20.0 | 38.7 |
| African American               | 193 | 100.0 | 38.5 | 37.4 | 13.7 | 10.4 | 24.2 |
| Asian/Pacific Islander         | 1   | 100.0 | N/A  | N/A  | N/A  | N/A  | N/A  |
| Hispanic                       | 6   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| American Indian/Alaskan        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| <b>Disability Status</b>       |     |       |      |      |      |      |      |
| Not Disabled                   | 321 | 100.0 | 28.2 | 39.0 | 17.4 | 15.4 | 32.8 |
| Disabled                       | 40  | 100.0 | 65.8 | 21.1 | 5.3  | 7.9  | 13.2 |
| <b>Migrant Status</b>          |     |       |      |      |      |      |      |
| Migrant                        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| Non-Migrant                    | 361 | 100.0 | 32.4 | 37.0 | 16.0 | 14.6 | 30.6 |
| <b>English Proficiency</b>     |     |       |      |      |      |      |      |
| Limited English Proficient     | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| Non-Limited English Proficient | 361 | 100.0 | 32.4 | 37.0 | 16.0 | 14.6 | 30.6 |
| <b>Socio-Economic Status</b>   |     |       |      |      |      |      |      |
| Subsidized meals               | 226 | 100.0 | 38.2 | 41.0 | 12.4 | 8.3  | 20.7 |
| Full-pay meals                 | 135 | 100.0 | 22.2 | 30.2 | 22.2 | 25.4 | 47.6 |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              | Grade | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| <b>English/Language Arts</b> |       |  |          |               |         |              |            |                              |
| 2004                         | 3     | 54   | 98.2     | 13.2          | 32.1    | 52.8         | 1.9        | 54.7                         |
|                              | 4     | 64   | 100.0    | 32.8          | 50.0    | 15.6         | 1.6        | 17.2                         |
|                              | 5     | 151  | 97.4     | 29.9          | 46.3    | 21.8         | 2.0        | 23.8                         |
|                              | 6     | 175  | 99.4     | 31.6          | 37.9    | 27.6         | 2.9        | 30.5                         |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 3     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | 62   | 100.0    | 21.1          | 47.4    | 31.6         | 0.0        | 31.6                         |
|                              | 5     | 145  | 100.0    | 34.8          | 43.3    | 21.3         | 0.7        | 22.0                         |
|                              | 6     | 154  | 100.0    | 31.7          | 40.7    | 25.5         | 2.1        | 27.6                         |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Mathematics</b>           |       |  |          |               |         |              |            |                              |
| 2004                         | 3     | 54   | 100.0    | 42.6          | 40.7    | 14.8         | 1.9        | 16.7                         |
|                              | 4     | 64   | 100.0    | 29.7          | 56.3    | 14.1         | N/A        | 14.1                         |
|                              | 5     | 151  | 100.0    | 33.8          | 41.7    | 18.5         | 6.0        | 24.5                         |
|                              | 6     | 175  | 100.0    | 25.7          | 45.1    | 17.7         | 11.4       | 29.1                         |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 3     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | 62   | 100.0    | 28.1          | 40.4    | 24.6         | 7.0        | 31.6                         |
|                              | 5     | 145  | 100.0    | 37.6          | 44.7    | 10.6         | 7.1        | 17.7                         |
|                              | 6     | 154  | 100.0    | 22.1          | 46.2    | 22.1         | 9.7        | 31.7                         |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Science</b>               |       |  |          |               |         |              |            |                              |
| 2004                         | 3     |  |          |               |         |              |            |                              |
|                              | 4     |  |          |               |         |              |            |                              |
|                              | 5     |  |          |               |         |              |            |                              |
|                              | 6     |  |          |               |         |              |            |                              |
|                              | 7     |  |          |               |         |              |            |                              |
|                              | 8     |  |          |               |         |              |            |                              |
| 2005                         | 3     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | 62   | 100.0    | 36.8          | 42.1    | 12.3         | 8.8        | 21.1                         |
|                              | 5     | 145  | 100.0    | 51.8          | 29.8    | 9.2          | 9.2        | 18.4                         |
|                              | 6     | 154  | 100.0    | 51.0          | 24.8    | 13.8         | 10.3       | 24.1                         |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Social Studies</b>        |       |  |          |               |         |              |            |                              |
| 2004                         | 3     |  |          |               |         |              |            |                              |
|                              | 4     |  |          |               |         |              |            |                              |
|                              | 5     |  |          |               |         |              |            |                              |
|                              | 6     |  |          |               |         |              |            |                              |
|                              | 7     |  |          |               |         |              |            |                              |
|                              | 8     |  |          |               |         |              |            |                              |
| 2005                         | 3     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 4     | 62   | 100.0    | 38.6          | 35.1    | 22.8         | 3.5        | 26.3                         |
|                              | 5     | 145  | 100.0    | 36.2          | 37.6    | 14.2         | 12.1       | 26.2                         |
|                              | 6     | 154  | 100.0    | 26.2          | 37.2    | 15.2         | 21.4       | 36.6                         |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

|   | <b>Our School</b>      | <b>Change from Last Year</b> | <b>Elementary Schools with Students Like Ours</b> | <b>Median Elementary School</b> |
|---|------------------------|------------------------------|---|---------------------------------|
| <b>Students (n= 359)</b>  |                        |                              |   |                                 |
| First graders who attended full-day kindergarten                                | N/R                    | N/A                          | 100.0%  | 100.0%                          |
| Retention rate  | 1.4%                   | Up from 0.9%                 | 3.7%  | 3.0%                            |
| Attendance rate   | 96.1%                  | Down from 96.4%              | 96.2%   | 96.3%                           |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 0.0%                   | Down from 4.8%               | 4.0%  | 3.7%                            |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0%                   | Down from 4.5%               | 3.3%  | 3.2%                            |
| Eligible for gifted and talented  | 7.4%                   | Down from 8.8%               | 11.1%   | 12.0%                           |
| On academic plans   | N/AV                   | N/AV                         | N/A   | N/AV                            |
| On academic probation   | N/AV                   | N/AV                         | N/A   | N/AV                            |
| With disabilities other than speech   | 9.0%                   | Down from 9.7%               | 8.9%  | 8.2%                            |
| Older than usual for grade  | 4.2%                   | Up from 2.9%                 | 1.1%  | 0.9%                            |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 0.0%                   | Down from 0.4%               | 0.0%  | 0.0%                            |
| <b>Teachers (n= 26)</b>   |                        |                              |   |                                 |
| Teachers with advanced degrees  | 53.8%                  | Up from 35.5%                | 51.9%   | 52.6%                           |
| Continuing contract teachers  | 88.5%                  | Down from 90.3%              | 85.0%   | 83.3%                           |
| Highly qualified teachers   | 91.3%                  | Down from 92.9%              | 94.4%   | 93.5%                           |
| Teachers with emergency or provisional certificates                             | 4.2%                   | Up from 0.0%                 | 0.0%  | 0.0%                            |
| Teachers returning from previous year   | 85.0%                  | Up from 83.5%                | 87.3%   | 87.0%                           |
| Teacher attendance rate   | 94.0%                  | Down from 96.5%              | 95.0%   | 95.0%                           |
| Average teacher salary  | \$41,259               | Up 1.2%                      | \$41,385  | \$41,703                        |
| Prof. development days/teacher  | 11.7 days              | Up from 9.3 days             | 13.1 days   | 12.8 days                       |
| <b>School</b>   |                        |                              |   |                                 |
| Principal's years at school   | 3.0                    | Up from 2.0                  | 3.0   | 4.0                             |
| Student-teacher ratio in core subjects  | 20.2 to 1              | Down from 21.8 to 1          | 18.4 to 1   | 18.8 to 1                       |
| Prime instructional time  | 89.1%                  | Down from 92.5%              | 89.4%   | 89.8%                           |
| Dollars spent per pupil*  | \$5,388                | Up 4.4%                      | \$6,004   | \$6,242                         |
| Percent of expenditures for teacher salaries*                                   | 66.0%                  | Down from 68.0%              | 64.5%   | 65.8%                           |
| Opportunities in the arts   | Good                   | No change                    | Good  | Good                            |
| Parents attending conferences   | 97.6%                  | Up from 58.1%                | 99.0%   | 99.0%                           |
| SACS accreditation  | No                     | No change                    | Yes   | Yes                             |
| Character development program   | Below Average          | No change                    | Good  | Good                            |
| * Prior year audited financial data are reported.                               |                        |                              |   |                                 |
|   | <b>Our District</b>    |                              | <b>State</b>                                      |                                 |
| Highly qualified teachers in low poverty schools                                | N/A                    |                              | 89.4%   |                                 |
| Highly qualified teachers in high poverty schools                               | 95.5%                  |                              | 90.1%   |                                 |
|   | <b>State Objective</b> |                              | <b>Met State Objective</b>                        |                                 |
| Highly qualified teachers in this school  | 65.0%                  |                              | Yes   |                                 |
| Student attendance in this school   | 95.3%                  |                              | Yes   |                                 |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2004-05 school year has been a challenging, but productive time for Hampton Elementary. This year our goal was to use more research based techniques and strategies to teach the 21st Century students. In years past, educators relied on methods that were successful when they first began teaching. Over time we realized that in order for our students to progress, we had to become innovative in our instructional methods.

One big change came in our ELA curriculum. This year the entire district adopted the Rigby series as our ELA program. This K-5 series is a balanced literacy program that also provides leveled texts for students. Our school library began listing books by Lexile levels. By doing this, many traditional non-readers began frequenting the library. At the end of the school year, our students had read over 3000 books. We celebrated our achievements in reading throughout the year with activities such as a Character Parade and a movie party. The year culminated with students who met their reading requirements being able to sink the principal and other staff members in a dunking booth. We continued to address students' individual weaknesses in math and ELA by using results from the Measures in Academic Progress online tests (MAP). The tests provide immediate feedback to teachers on how students are performing on state curriculum standards and specifically point out where students need remediation.

At Hampton Elementary, we strive to provide our students with activities or experiences they may not receive elsewhere. Once again our Fine Arts Department did an outstanding job of exposing students to the arts while reinforcing the academic curriculum. By using an Artist in Residence Grant, our 4th grade students presented the play "Oliver" to standing room only audiences. Students were also privileged to hear performances from the University of South Carolina Concert Choir and the world renowned Hallelujah Singers. Several of our students won essay and poster contests, and one of our 5th grade students was state winner in the Arbor Day Poster Contest. Throughout the year some of our 6th band students won numerous individual awards, as well as helping the middle school band win a prestigious award.

In the past year we made a very strong effort to involve parents and our community in the lives of our students. Several local businesses donated money so that every 4th grade student was able to buy a book during a visit to a book store. During PACT testing, parents and local ministers volunteered to help serve breakfast to our entire student body. Over 90% of our parents meet with teachers during our two district wide report card pick up days. These are but a few examples of how our school and community united for our children. To further demonstrate the effort our school made to invite the community into our building, Hampton Elementary was named 2005 Red Carpet School.

We would like to thank everyone for making this year a successful and productive one. By continuing to work together, we will make a difference in the lives of all our students.

Eric Robinson, Principal  
Sherrie Smart, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 23       | 145       | 90       |
| Percent satisfied with learning environment            | 60.9%    | 66.2%     | 71.9%    |
| Percent satisfied with social and physical environment | 72.7%    | 66.4%     | 75.3%    |
| Percent satisfied with school-home relations           | 60.9%    | 72.0%     | 62.5%    |

\*Only students at the highest elementary school grade level at this school and their parents were included.